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ABSTRACT

This two-year study utilized the Tennessee Self Concept Scale and the Edwards Personal Preference Schedule to determine the self-concepts and personalities of the newly employed, non-degreed trade and industrial teachers in Central and Southeast Ohio's vocational programs. The profiles were generated to reflect those teachers who continued into their second year of vocational teaching as compared to those who terminated or had their employment terminated during their first year of vocational teaching. The results indicate that two sets of teachers have different psychological profiles. (Author/CSS)

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Personality and Self Concept Profiles of Non-degreed T&I Teachers

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1. Carr, Earl. Personal Interview and Data Summary, March, 1978.

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Running Head: Non degreed Teacher Profile

Abstract

This two year study utilized the Tennessee Self Concept Scale and the Edwards Personal Preference Schedule to determine the self concepts and personalities of the newly employed, non-degreed trade and industrial teachers in Central and Southeast Ohio's vocational programs.

The profiles were generated to reflect those teachers who continued into their second year of vocational teaching as compared to those who terminated or had their employment terminated during their first year of vocational teaching. The results indicate that two sets of teachers have different psychological profiles.

Personality and Self Concept Profiles of Non-degreed T&I Teachers

Bradley and DuCette (1976) indicated that it is dangerous to generalize research on school teachers to vocational teachers because they were somewhat different. Bowden (1972) suggested that Alexander might have recognized this when he requested further studies of teacher attitudes.

Lindgren (1964, p. 30) indicates that the self concept is a pattern of attitudes generated by one's expectations. He goes on to say that the self concept is for the most part consistent with the individual's general mode of thinking, feeling, and acting (p. 42) while interacting with his/her motivation, learning, task and job performance, and environment (Bass and Baron, 1966; Baron and Bass, 1969; Rogers, 1951; and Schaffer and Shoben, 1956). Fitts (1972) also indicates that the self concept is a significant factor in those activities and has long been recognized by vocational psychologists (p. 69).

Personality (Allport, 1955) is an interrelationship of forces that are continually changing and developing and that control and are affected by both the physiological and the mental processes. One aspect of personality is character, the inner structure of the self, its values, attitudes, and beliefs that make it vital and essential to each of us (Lingren, 1964). Comb and Snygg through their work on teaching relationships, found that self enhancement leads to an adequate personality, which, in turn, is characterized by a positive view of self, the ability to accept oneself and others, ... (Cecco, 1968, p. 26).

Health, Education, and Welfare (Wiens, 1973) data indicate that there is high mobility among non-degreed teachers. But McNamara (1970) and Kay (1970) both indicate that the sources of supply and the causes of vocational teacher mobility are not fully understood.

The purpose of this study was to determine whether or not the Tennessee Self Concept Scale and the Edwards Personal Preferance Schedule could be used to determine population characteristics of a group of non-degreed trade and industrial teachers and then relate these characteristics to their job tenure. It was predicted that the teachers who would commence their second year of vocational teaching would have amore optimal self concept score and fewer personality needs as compared to those teachers who terminated or who had their employment terminated during their first year of vocational teaching.

Method

Subjects. Subjects of this investigative study were the newly employed 1975-1976 non-degreed, in-service, trade and industrial teachers (N=114) who were participating in an intensive 20-day pre-service program of instructiona at The Ohio State University. The subjects were employed in the comprehensive high schools and joint vocational school programs of Central and Southeast Ohio.

Procedure. The study was explained to the subjects during the first day of their pre-service programs of instruction. Following the explanation the researcher requested voluntary participation in the study before requesting demographic data from each subject.

On the afternoon of the third day, the subjects were again requested to participate in the study by taking the Tennessee Self Concept Scale, (Fitts, 1964), a relatively easy 100 item questionnaire from the subjects' standpoint, yet it yields a large number of variables and is a complex instrument for the researcher ... (Fitts, 1972, p. 3). The scale was administered during the first hour following lunch.

After a short break, the Edwards Personal Preference Schedule was administered to the group. The Edwards Personal Preference Schedule is a relatively easy 200 item forced-choice questionnaire. This Schedule did pose threat to some individuals.

To identify those non-degree teachers who terminated or who had their employment terminated, the researcher checked the rosters for each follow up program of instruction during June of the proceeding summer. To verify the status of those identified, the itinerant teacher education certification reports to the state of Ohio were utilized.

Results

The data were gathered through non-experimental techniques on a population of 106 non-degreed trade and industrial teachers at The Ohio State University. Profiles were generated by the Statistical Package for the Social Sciences procedure (Nie, Hull, Jenkins, Steinbrenner, Bent, 1970, chapter 17). Tests of significance were not used due to the lack of sampling errors (Blaylock, 1976, p. 238).

The typical 1975-1976 and 1976-1977 non-degreed trade and industrial teacher who participated in Ohio State's 20-day pre-service program of instruction, can be described as 40 years old with 17 1/2 years of occupational experience, one year of post high school education and one year

of previous teaching experiences. Refer to Table 1.

Insert Table 1 about here.

Self Concept. The researcher used Fitts' (1972) "Optimal Rangers for Tennessee Self Concept Scale Variables" (pp.4-9) to determine whether or not the new, non-degreed, trade and industrial teacher's self concept was optimal. The self concept profile describes the two sub populations of public school trade and industrial teachers. First, the 96 teachers who will commence their second year of public school teaching produced a mean profile with 25 variables in the optimal range, two in the sub-normal range and one that was deviant. Refer to Figure 1.

Insert Figure 1 about here.

The ten public school teachers who terminated or had their employment terminated during their first year of public school vocational teaching produced a mean profile which had 18 variables in the optimal range, nine in the sub-normal range and two that were deviant. Refer to Figure 2.

Insert Figure 2 about here

Personality. Comparisons[1] of the Edwards Personal Preference Schedule Scores for the continuing and terminated teachers revealed several differences greater than 1/2 standard deviation in mean and median scores. As a group, the terminated teachers scored higher on the scales representing manifest needs for: achievement, exhibition, and autonomy. This group of teachers also scored lower on scales representing order and nurturance.

On the achievement scale, the terminated teachers placed a higher priority on the characteristic of doing one's best, being successful, and on accomplishing something of great significance. Their performance on exhibtion scale indicates that they have higher manifest needs to say witty and clever things, to ta lk about personal adventures, and to attract personal attention in other ways. On autonomy, these teachers placed a higher value upon being able to 'come and go' as they desire, to say what they think about things and to be independent of others in making decisions. These teachers will also be more likely to be critical of those in positions of authority while avoiding obligations and responsibility themselves. Their performance on the order scale indicates that they have a lower manifest need for having their work neat and organized and for planning in advance. On the nurturance scale, they placed less need on helping others eg: expressing kindness, sympathy, and affection; and to be a confidant to others with personal problems.

Insert Table 2 about here

Discussion

The data collected on the public school trade and industrial teachers, during this investigative study, supports the researcher's prediction that optimal self concept scores, personality variables and job tenure are related.

With the comparisons made between the teachers which terminated and those to which remained on both instruments, both groups were found to be within the adult norms. Thus, the comparisons are only relative.

The demographic variables also yielded some important insights. The teachers who continued their employment were 40 years old with 17 years of occupational experience with one year of previous teaching experience and one year of post high school education. The subpopulation that left teaching was 44 years old with 23 years of occupational experience with one year of previous teaching experience and one year of post high school education.

With further study into the years of occupational experience, the eight identified Tennessee Concept Scale Variables, and the five Edward Personal Preference Variables this data could be used by itinerant teacher education staffs in identifying potential dropouts from their in-service teacher education program, for purposes of individual counseling and program development to meet their specific needs, and possibly in the future as a pre-employment instrument.

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Table 1

MEAN PROFILES FOR NON-DEGREED
TRADE AND INDUSTRIAL TEACHERS

VARIABLE NAME	POPULATION MEAN	TEACHERS CONTINUING (N=96)			TEACHER TERMINATED (N=10)		
		MEAN	MEDIAN	MODE	MEAN	MEDIAN	MODE
Age	40.1	39.7	38.7	29	44.4	43.5	51
Occupational Experience	17.5	16.9	12.2	10	23.2	24.5	25
Post H.S. Education	1.2	1.2	.64	0	1.2	.5	0
Previous Teaching Experience	.9	.9	.24	0	1.1	.3	0

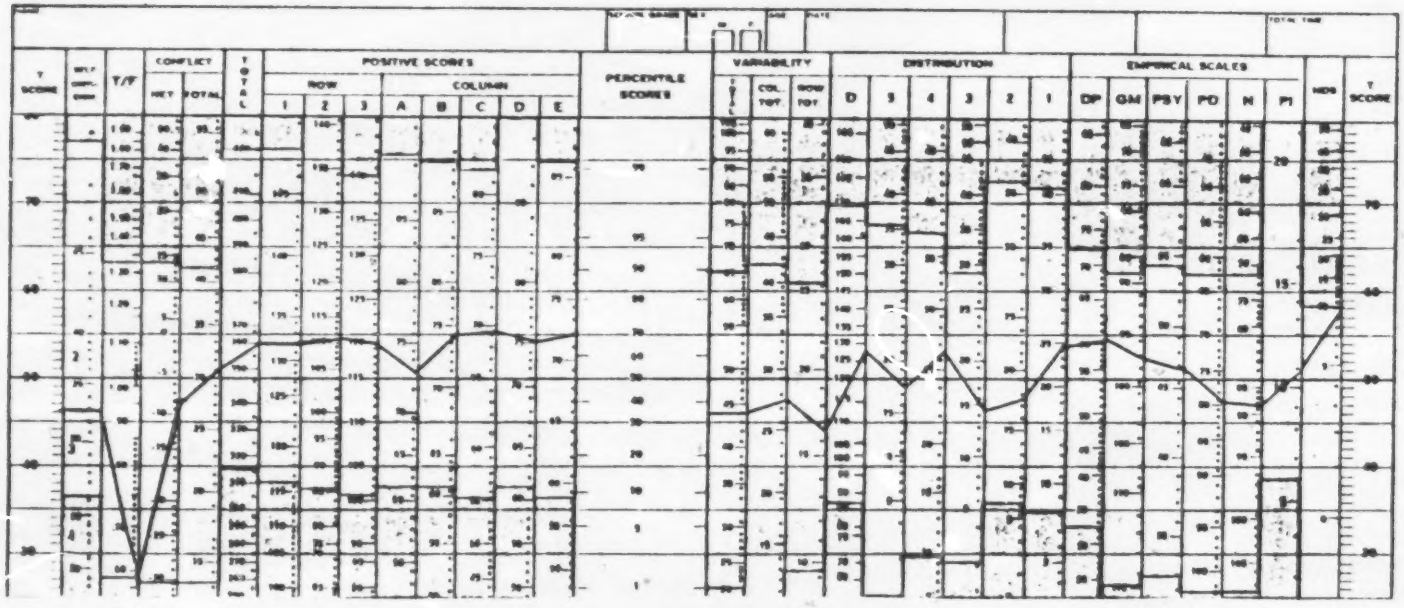
Table 2
EPPS 7-Scores for the
Two Groups of Nondegreed
T&I Teachers

EPPS Variables	T-Scores for Continuing Teachers	T-Scores for Terminating Teachers
Achievement	51	56 *
Deference	54	52
Order	56	49 *
Exhibition	47	52 *
Autonomy	47	55 *
Affiliation	49	45
Intraception	49	50
Succorance	48	48
Dominance	46	50
Abasement	55	54
Nurturance	54	48 *
Change	49	49
Endurance	55	52
Heterosexuality	46	46
Aggression	45	46
	(N=96)	(N=10)

*difference greater than 1/2 SD

Figure I

Profile Sheet[1] Describing Optimal, Subnormal, and Deviant Mean Scores
for the Non-degreed, Public School, T & I Teachers
Who Will Commence Their Second Year of Teaching

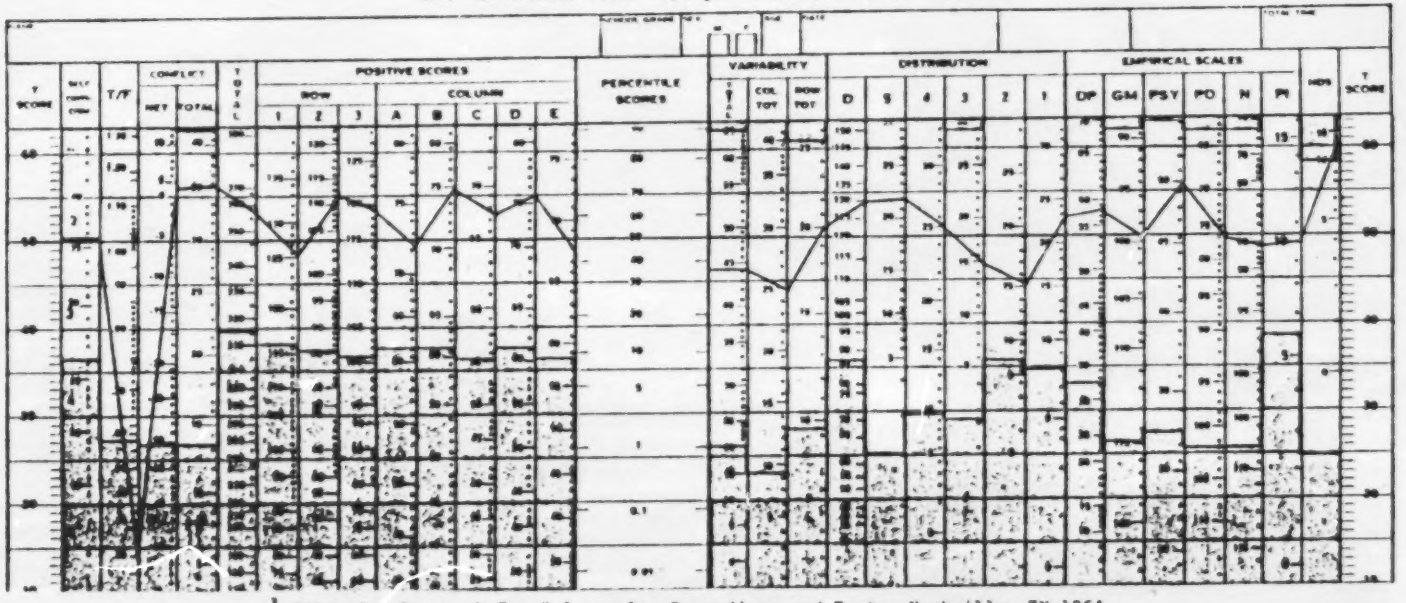


1 "Clinical Research Form" Counselor Recordings and Tests, Nashville, TN, 1964.
2 Optimal Self Concept Values
3 Sub-Normal Self Concept Values
4 Deviant Self Concept Values
_____ Population Mean

Nondegreed teacher
Profile 12

Figure 2

Profile Sheet[1] Describing Optimal, Sub-normal, and Deviant Mean Scores
for the Non-degreed, Public School, T & I Teachers
Who Terminated Their Employment as Vocational Teachers



1 "Clinical Research Form" Counselor Recordings and Tests, Nashville, TN 1964
2 Optimal Self Concept Values
3 Sub-Normal Self Concept Values
4 Deviant Self Concept Values
_____ Population Mean